

Australian Blueprint for Career Development

Area A: Personal Management

Career Competency 1: Build and maintain a positive self concept

Phase 3: Develop abilities to maintain a positive self concept

To gain competency in 1.3: Develop abilities to maintain a positive self concept, students must -

- Complete activities in student workbook.

STUDENT WORKBOOK



STUDENT NAME: _____



COMPETENT

Assessor Signature

Date

CAREER COMPETENCIES AND PERFORMANCE INDICATORS FOR PHASE III

AREA A: Personal management

COMPETENCY 1: Build and maintain a positive self concept

Phase III Develop abilities to maintain a positive self concept

Performance Indicators:

1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals

1.3.2 Understand the importance of giving and receiving feedback to maintaining a positive self concept

1.3.3 Understand the importance of allies (e.g., friends and supporters) to maintaining a positive self concept

1.3.4 Identify your personal characteristics such as interests, skills, values, beliefs and attitudes

1.3.5 Identify behaviours and attitudes that reflect your self concept

1.3.6 Identify your allies and external assets

1.3.7 Demonstrate giving and receiving feedback in ways that build a positive self concept

1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals

1.3.9 Assess the part that your allies play in achieving your life, learning and work goals

1.3.10 Assess your personal characteristics and capitalise on those that contribute positively to the achievement of personal, educational, social and professional goals

1.3.11 Adopt behaviours and attitudes that will help you reach your life, learning and work goals

Performance Indicator: 1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals

Background:

Your personal qualities, your values and your interests can all help you work out what you want your direction in life to be and what your goals are.

When you set your goals, make sure they are realistic, achievable, measurable and specific.

Activity: Personal Qualities, Interests and Goals

Step 1:

To help you identify your personal qualities you need to look at the following list. Highlight those words that you think best describe you.

Active	Affectionate	Ambitious	Artistic	Athletic
Caring	Cheerful	Confident	Considerate	Creative
Curious	Decisive	Determined	Emotional	Energetic
Enthusiastic	Extroverted	Faithful	Flexible	Focused
Friendly	Generous	Gentle	Happy	Healthy
Honest	Humane	Humorous	Industrious	Intelligent
Interesting	Introverted	Kind	Lazy	Logical
Loner	Loving	Loyal	Methodical	Musical
Open-minded	Passionate	Patient	Pensive	Perfectionist
Persistent	Persuasive	Positive	Reliable	Resourceful
Respectful	Risk-taker	Sensitive	Smart	Sociable
Talkative	Thoughtful	Tolerant	Truthful	Trustworthy

Now you have a list of personal qualities that describe some aspects of who you are. This can help you decide on the types of jobs that may suit you.

Step 2:

Your interests can give you an insight into the type of career that would appeal to you. What are your interests? Ask yourself what you like doing. What are your hobbies? What subjects do you enjoy? What do you do in your spare time? Do you like being with people? Do you like being inside or outside? Are you active or passive?

Highlight the interest areas that fit you.

How things work	Living things
The human body	Sport
Computers and technology	Building things
Animal care	Helping people
The environment – earth, plants, trees	Art – drawing, painting sculpting
Fashion	Books, literature, writing
Music, dance, performing, acting	Talking to people

This list can help you set your goals and future career choices.

Step 3:

One way to identify your goals is to look at what your needs and wants are. Needs are essentials, such as food, shelter, clothing. Wants are very individualistic and cover all of the extras like holidays, entertainment system etc.

What are your goals? Include personal, social, educational and professional goals. Use a pencil as your goals can change!

Personal: _____

Social: _____

Educational: _____

Professional: _____

Step 4:

Now, have a look at the highlighted list of personal qualities, interests you have as well as the goals you have written. For each goal, match it to your personal qualities and interests.

GOALS	PERSONAL QUALITIES	INTERESTS

Remember, if you want to make your goals happen, they must be realistic, achievable, measurable and specific.

Performance Indicator: 1.3.2 Understand the importance of giving and receiving feedback to maintaining a positive self concept

Performance Indicator: 1.3.7 Demonstrate giving and receiving feedback in ways that build a positive self concept

Background information: Tips for Giving and Receiving Feedback

- Giving and receiving feedback is a great way for you to improve your understanding of how people interact and communicate with each other
- A lot of people find communicating well does not come naturally
- Be patient!
- The more you practice, you should find that you can give and receive feedback more openly and more constructively
- Giving and receiving feedback should be based on trust, honesty, and truthfulness

Giving Feedback- DOs and DONT'S

DO

- Describe the behaviour, not the person
- Speak for yourself only and restrict your feedback to things you know for certain
- Choose an appropriate time and place
- Your only motive should be to be helpful
- Focus on recent behaviour- don't get hung up on the past
- Check with the other person that they have understood your feedback and taken it in the way you intended

DON'T

- Don't use labels
- Don't judge or be judgmental
- Don't exaggerate
- Don't overload the other person by giving them too much information

Receiving Feedback

- Listen Carefully
- Avoid becoming defensive and over-reacting
- Take note of any questions or disagreements
- Restate what you think you hear
- Ask questions to clarify and restate again
- Ask for examples and restate again
- Acknowledge valid points
- Acknowledge feedback
- Take time to understand and sort out what you have heard
- Gather more information from other sources and/or by observing your own behaviour and reactions to it
- When appropriate modify your behaviour and evaluate the outcome

Personal and Result Orientated Feedback

Sometimes it is more appropriate in providing feedback to focus on the impact that a person's actions or words are having on you. Some examples of this approach are:

- When you (action)
- I feel / The results or consequences are (impact)
- I'd prefer / What would be more effective (alternative action)
- This would mean (results of alternative action)
- And the improved results or consequences would be(results of alternative action)

Activity:

Work in threes (#1 is the manager, #2 is the employee, and #3 is the scrutineer who checks that the Do's and Don't are effectively covered)

The scenario:

You are a manager at a local video store. You have noticed that one of your staff seems to be taking longer for her breaks, arriving back on average 5 minutes late for the last 3 days. You have also noticed that lately she doesn't use her time effectively when business is slow. The expectation is that videos and DVD's are returned to the shelves as soon as they have been checked in and that the shelves are tidied up. This hasn't been happening. You call her aside....

Scenario 2: Make up another scenario where feedback is given and received, and swap roles. It is important that each person in the group has the chance to take on each role.

Performance Indicator: 1.3.3 Understand the importance of allies (e.g., friends and supporters) and to maintaining a positive self concept

Performance Indicator: 1.3.6 Identify your allies and external assets

Activity: Allies and Assets – significant influences

As individuals, our life choices and decisions are often shaped by the people around us and also by major events. Family and friends can be powerful influences and allies on career decisions. How many children have followed in their parents footsteps and taken up similar careers?

The communities in which we are brought up, the educational experiences that we have been exposed to influence and shape our ideas about the kind of people we can become and the nature of our working futures.

Your Job: Try and identify the people and events that have had a significant influence on your career thinking. Try to recognise whether any future decision you make is wholly yours or whether you are trying to please someone else...

1. How did your family background influence your idea of what work could be? (Consider also your family’s perception of the costs of training in your response.)

2. What did your background tell you about jobs which were acceptable or not acceptable?

3. What perceptions does your present circle of friends and acquaintances have about work, and also the type of work they think is suitable for you?

4. How has your experience of education shaped your ideas about the kinds of work that are acceptable?

Performance Indicator: 1.3.5 Identify behaviours and attitudes that reflect your self concept

Activity: *Behaviours and attitudes and self concept*

Purpose: To help students develop self-awareness by

1. identifying behaviours and attitudes that mirror their self concept.
2. describing the characteristics (behaviours and attitudes) of their peers.

Structure: Divide class into groups of 5 or 6.

Resources: Small pieces of paper, large enough to write a phrase on each. At least 10 pieces per student.

Instructions: Ask each student to describe the 5 other people in their group using very brief descriptions (one sentence or a brief phrase). The descriptions are to focus on the student's attitudes and behaviour. Write at least two of these for each person, each on a separate piece of paper.

Descriptions are to be positive only (no put downs).

Put all pieces of paper in the middle of the group, and ask each person to sort through and find three descriptions that they think fit them best.

Each person reads out the descriptions they have chosen and explains why they have chosen them.

Allow time for students to record these as part of their personal profile.

Extension: Each student reads the descriptions they have written about the other students and explains why they wrote them.

Guidelines: Have a list of descriptions to select from if you feel your class will not be able to think of their own e.g., "Able to work effectively in a team", "Shows initiative" etc. SEE THE "WHAT I CAN DO" LIST in the Appendix

Credit: Adapted from Peter Speers - Career Services Rapuara, NZ

Performance Indicator: 1.3.5 Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes

Activity: My personal characteristics

PartA: Complete the following performance preference profile.

Group Behaviour	This is like me	This is NOT like me
I like to accept a challenge	<input type="checkbox"/>	<input type="checkbox"/>
I like to manage a project	<input type="checkbox"/>	<input type="checkbox"/>
I like to assist people	<input type="checkbox"/>	<input type="checkbox"/>
I like to coach people	<input type="checkbox"/>	<input type="checkbox"/>
I like to demonstrate things	<input type="checkbox"/>	<input type="checkbox"/>
I like to change procedures	<input type="checkbox"/>	<input type="checkbox"/>
I like to be creative	<input type="checkbox"/>	<input type="checkbox"/>
I like to entertain people	<input type="checkbox"/>	<input type="checkbox"/>
I like to gather information	<input type="checkbox"/>	<input type="checkbox"/>
I like to handle details	<input type="checkbox"/>	<input type="checkbox"/>
I like to help others	<input type="checkbox"/>	<input type="checkbox"/>
I like to repair things	<input type="checkbox"/>	<input type="checkbox"/>
I like to organise events	<input type="checkbox"/>	<input type="checkbox"/>
I like to persuade people	<input type="checkbox"/>	<input type="checkbox"/>
I like to sell ideas	<input type="checkbox"/>	<input type="checkbox"/>
I like to solve problems	<input type="checkbox"/>	<input type="checkbox"/>
I like to see the 'big picture'		
I like to work on my own		

B Summarise what you have discovered about yourself and decide whether you are more of a leader or team member. You will need to discuss your findings with your classmates to get their opinion as well.

Performance Indicator: 1.3.6 Identify behaviours and attitudes that reflect your self concept

Activity: 7 Tips to Maintain Low (High) Self Esteem

Scenario:

An alien, having just landed on earth, comes up to you and says, "I have been hearing a lot about this condition you humans call 'low self esteem'". Tell me, what is 'low self esteem', and how do you create it?"

You, thinking yourself a bit of an expert on low self esteem, are about to correct the friendly alien – after all, low self esteem isn't something you create is it? But then you get to thinking....

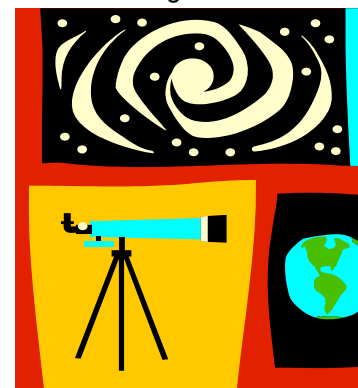
"Hmmm, well if you were going to set about creating low self esteem from scratch, I guess this is what you would do", you say. The alien listens attentively...

- 1) Firstly, blame yourself for lots of things that go wrong, or even those things you hear about going wrong for other people. Have an emotional reaction to this, namely anxiety.
- 2) Make negative sweeping statements about yourself and avoid challenging them. Things like "I'm stupid", "I always do that wrong", "Why is my life such a mess", "I'll make a mess of it so there's no point trying". And most importantly, believe they are true.
- 3) Whatever you do, don't identify the problems with your thinking styles and create a step-by-step, solution-focused plan for improving them and learning new thinking skills. This sort of problem-solving will seriously impair your ability to create lasting low self esteem.
- 4) Blindly accept negative or abusive comments made about you by others, without regard for their motivations, their own warped view of life or any facts that contradict their statement.
- 5) Do not identify any self-defeating patterns you have established in your life, or make concrete plans to alter them.
- 6) Forget about your achievements, or (just as good), write them off as 'nothing'. Ensure you do not gain any emotional satisfaction from achievements by the use of statements such as "anyone could do that".
- 7) Make sure you do not meet your basic needs as this will make creating low self esteem much easier

"Thank you" says your alien. "I must say that the human race has great perseverance. That must all be a lot of effort."

Your Task:

In the opposite universe, an alien has also arrived. Using the information above, write down 7 tips to maintain **high** self esteem. Write these tips on the following page.



7 tips to maintain high self esteem

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Performance Indicator: 1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.

Interests.

Work Interest Quiz

The career toolbox uses a simple assessment to place people into two of six work types. After taking the quiz, the participant should click on the work type to discover the occupations that fit into his or her particular personality type.

<http://www.myfuture.com/career/interest.html>

Personality Type

Myers-Briggs Test

The Myers-Briggs Type Indicator uses a four-letter unique pattern of preferences that helps a person understand why they have personal preferences and are good at certain occupations. Participants should use this test for self-understanding and career exploration. Knowing one's personality type will help the participant choose a career that will hold his or her interest and tap into existing talents.

<http://www.humanmetrics.com/cgi-win/Jtypes1.htm>

Keirsey Temperament Sorter

Keirsey designed this test to discover a participant's personality by understanding his or her patterns and preferences. Have the participant take the test to determine his or her personality and use the knowledge to establish career options that are compatible.

<http://keirsey.com>

Skills

Transferable Skills

Skills are not only gained through direct workplace experience, but also in one's daily activities. Participants should identify their personal assets and translate them into job-specific skills. The following link leads participants to a checklist of skills that can be printed out and referred to in determining the right career.

<http://nextsteps.org/net/career/81yecp1h.htm>

Performance Indicator: 1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals

Activity: Read the following poem by Portia Nelson.

Autobiography in 5 short chapters

I

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost . . . I am helpless.
It isn't my fault.
It takes forever to find a way out.

II

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in this same place.
But, it isn't my fault.
It still takes a long time to get out.

III

I walk down the same street.
There is a deep hole in the sidewalk.
I see it there.
I still fall in . . . it's a habit . . .but,
My eyes are open.
I know where I am.
It is *my* fault.
I get out immediately.

IV

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V

I walk down another street.

...

Contribute to the following class discussion:

1. What does this poem tell us about change in behaviour and attitude?
2. Everyone has likely been in this situation before. Ask for volunteers to share examples of time when they could not overcome a habit or preconceived notion.
3. How is the ability to be flexible and adapt to change important in the workplace?
4. Think about your personal social, educational and professional goals. What are some of the behaviours and attitudes you need in order to reach these goals.

Appendix: What I can do list

The following lists are examples of some “skills” that you may like to use when updating or designing a resume. This list is to help you start thinking about the **skills you have to offer employers**. Be careful when choosing from these lists, the skills and personal characteristics must reflect your experience and personality.

Personal Characteristics

- Physically & mentally fit, strong & healthy with high energy level
- Interested in people, with a genuine desire to assist them
- Mature, confident personality with ability to exercise patience
- Able act responsibly & show initiative
- Friendly and easy-going nature
- Able to accept responsibility and be relied upon
- Able to follow directions
- Punctual and able to demonstrate a good work ethic
- Excellent team member
- High standard of personal presentation
- Always keen to work to high standards and willing to ‘keep on learning’
- A positive attitude, polite manner and sense of humour

Retail and Sales

- Accurate money handling skills
- Experienced with various cash registers
- Skilled in use of EFTPOS
- Experience in use of scanners
- Merchandising & displaying of stock
- Familiar with security procedures required when dealing with cash
- Skilled in store security
- Experience in customer service
- Well spoken with strong communication skills
- Good listening skills
- Able to accept responsibility
- Well groomed in appearance at all times

Information Technology

- Familiar with a range of software programs
- Basic / Good or Excellent Understanding of the following:
 - Microsoft Office products: Word, Excel, Access, Publisher, Outlook, Power Point
 - MYOB, Quick Books, Photo Shop, Auto Cad, Coral Draw or any other programs.
- Internet Access, Electronic Email and Scanning procedures
- Understanding of local area networking
- Have strong database theory
- File management skills: Creating a filing system or Database
- General Electronic File maintenance
- Ability to rapidly learn new programs

Horticulture, Landscaping and Rural Skills

- Do not suffer from allergies to chemicals, plants etc
- Physically fit and not afraid of hard work
- Familiar with the correct way to lift heavy objects.
- Understanding of conservation and preservation of natural resources
- Responsible approach and attitude to working with dangerous machinery
- Ensure food supply, water and protection from the weather for livestock.
- Able to handle animals with confidence and patience
- Cleaning of buildings, sheds, pens, equipment and facilities.
- Understand of production, storage, processing and transport of fruit and vegetables etc.
- Preparation of plots, garden beds and lawn areas
- Maintenance of gardens and lawns, weeding and watering
- Assisting with the cultivation of seedling and plants
- Some experience with pest/disease control & weed eradication
- Experience with installation and operation of irrigation systems
- Maintenance of occupational health & safety standards
- Enjoy working outdoors in all kinds of weather conditions
- Use of whipper snipper and other small engine equipment
- Able to endure isolation and limited social contact
- Ability to ride horses / motor-bikes
- Good Mechanical aptitude

Building / Construction & General labouring

- Assisting tradesperson on building and construction sites
- Experience with a range of manual labouring.
- Unloading, carrying and stacking building materials
- Familiar with various tools and equipment used in this industry
- Dig trenches so that footings and services can be laid
- Experience in using hand and power tools
- Assist to erect and dismantle scaffolding, ramps, catwalks, and barricades
- Removal of rubbish and maintenance of a clean and safe building site
- Able to work at heights and in confined spaces
- Physically fit with no back problems
- Able to work as part of a team
- Able to work at a constant pace
- Genuine Interest in outdoor work
- Able to follow directions
- Able to identify tools and building hardware
- Manual Dexterity

Mechanical / Automotive

- An interest in mechanical systems
- Aptitude for mechanical work
- Good oral communication skills
- Normal eyesight and hearing
- Strong, fit and not afraid of hard dirty work
- Good results in physics and mathematics
- Basic understanding of 2&4 stroke engines
- Able to identify various mechanical components
- Sound knowledge of basic hand and power tools
- No skin allergies caused by oils, grease or petrol etc
- Able to work as part as a team or be self-directed
- Willing to undertake trade training in this field

- Able to commit to an Australian Apprenticeship
- Genuine interest in this industry

Store & Warehousing

- Unload goods and check them against order forms
- Catalogue or label items with storage details
- Place goods in bins and on racks & shelving
- Complete orders by selecting goods from shelves and checking items off lists
- Package and send out completed orders to customers
- Operate forklift machinery to move heavy objects
- Operate visual display units/computers to seek location of goods
- Operate computers to enter details of goods received and dispatched
- Count and record stock items held in store at stocktaking time
- Advise supervisor of stock levels and re-ordering needs
- Assist with keeping the work area neat and tidy
- Understanding of the safety issues associated with this job
- Strong and fit with no history of back problems
- High regard to safety procedures
- Good eyesight and memory
- Strong organisational skills

Hospitality – Food and Beverage Service

- High level of personal presentation and hygiene
- Warm and friendly nature with a high regard to customer service
- Preparation of restaurant for service, table set-up etc
- Preparing the bar for service –opening procedures
- Meet, Greet and Seating of guests
- Menu knowledge and accurate taking of orders
- Good plate carrying and tray service skills
- Basic knowledge of mixed drinks, wine, beer etc
- Prepare and serve and variety of coffees
- Make-up bills and present them to customers
- Good cash handling skills & cash register operation
- Knowledge of EFTPOS and credit card facilities
- General cleaning duties as required
- Assist in stock control duties

Hospitality – Food Preparation / Kitchen Attending

- High level of personal presentation and hygiene
- Handle, sort, store and distribute food items
- Understanding the importance of stock rotation
- Wash and clean various kitchen equipment
- Operate large kitchen equipment like dishwashers
- Basic knife handling skills
- Wash, peel, chop, and cut various foodstuffs
- Assist with the preparation of salads & deserts
- Understanding of basic cooking methods
- Provide assistance in cooking foodstuffs under direction of chef
- Other tasks as required by cooks or chefs
- Disposal of rubbish with regard to recycling
- Clean floors and other kitchen areas

Communication

- Able to communicate with people of all ages and varied backgrounds
- Ability to listen to others and follow instructions or requests
- Multi-lingual, Fluent / Intermediate / Basic in: (eg Italian, French etc)
- Adaptable nature with a good common sense
- Excellent verbal and written language skills
- Capable of giving information simply and clearly
- Strong interpersonal skills
- Confident telephone manner
- Accurate taking & distribution of messages
- Effective handling of customer inquiries or complaints
- A positive attitude and polite manner
- Great sense of humour
- Experience with public speaking eg: debating
- Good problem solving skills
- Ability to know when to seek advice
- Knowledge of two-way radios
- Able to use email

Administration

- Confident telephone manner & accurate taking of messages
- Perform reception/switchboard duties as required
- Receive and distribute incoming and outgoing mail
- Write business letters reports etc using word processors
- Typing speed of approximately..... words per minute
- Good keyboard and computer skills
- Experience in filing and updating of records
- File maintenance, both hard copy and electronic
- Ability to work to set time-lines
- Capacity to complete all tasks assigned
- Able to work accurately and neatly
- Operation of office equipment like: facsimile, photocopiers, and shredders
- Able to co-operate with people and work as part of a team
- Good results in English and Mathematics
- Enjoy working with figures

Metals & Engineering

- Use of hand and power tools
- Basic welding experience
- Operate metalworking machines such as guillotines and shearing machines
- Ability to cut, drill and bend various metals
- Able to read basic technical drawings
- Strength to handle materials, tools and machines
- Use of equipment like vices, hydraulic presses, rolling machines etc
- Physically fit with a high degree of manual dexterity

Occupational Health & Safety

- Familiar with safe work practices
- Possess current First Aid Certificate
- Knowledge of safety procedures in current/past position
- Identification of possible hazards in the workplace
- Accident free employment history